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EPA Intern Program - Announcement # LV-EIP37-01

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AMANDA BRIGHT BABCOCK

USEPA HUMAN RESOURCES  
OFFICE AT LAS VEGAS

Social Security Number: (b) (6)

(b) (6)

Federal civilian grade: GS-0361-07, June - August 2000

Present Address (good until May 31, 2001):

(b) (6)

Permanent Address:

(b) (6)

EDUCATION:

The University of Texas at Austin, Austin, Texas 78712  
Richland College, 12800 Abrams Road, Dallas, Texas 75243  
Bachelor of Arts, University of Texas at Austin May 1994, History and Psychology  
Cumulative Undergraduate GPA (UT & Richland): 2.98

The University of Texas at Austin, Austin, Texas 78712  
Master of Arts Candidate Communication Sciences and Disorders: Deaf Education and Deafness  
Studies, Expected Graduation Date: May 2001  
Graduate Portfolio Program in Dispute Resolution, Expected Graduation Date: May 2001  
Graduate GPA: 3.7600

WORK EXPERIENCE:

Graduate Portfolio Program in Dispute Resolution, University of Texas at Austin  
Graduate School, Center for Public Policy Dispute Resolution, *Student Class of 2001*  
Participant in the first graduating class of a masters and doctoral interdisciplinary program  
focusing on the theories and practices of dispute resolution and its applications to professional,  
political, and social settings. Requirements include at least four classes on dispute resolution  
topics, a symposium, and presentation of a research paper.

(b) (6)

Defense Security Service, Department of Defense, Linthicum, Maryland  
Workforce Recruitment Program, *EEO Assistant*, GS-0361-07, June - August 2000  
Worked with Equal Employment Office Specialists to ensure that promotions and career  
advancement are not passing over people because of gender, race, and other background  
characteristics. Helped the Diversity Team with the recruitment of people with different  
backgrounds and abilities to work for the DOD, as well as implementing training for employees  
to heighten awareness of the history and contributions of different cultural groups in the U.S.

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1. The first step in the process is to identify the problem. This involves gathering information about the situation and understanding the needs of the stakeholders involved.

2. Once the problem is identified, the next step is to develop a plan. This involves setting goals, identifying resources, and determining the steps that need to be taken to address the problem.

3. The third step is to implement the plan. This involves putting the plan into action and monitoring progress to ensure that the goals are being met.

4. Finally, the fourth step is to evaluate the results. This involves assessing the effectiveness of the plan and making adjustments as needed to improve the outcome.

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Salary: Step 1, \$28,866

Communication Studies Department, University of Texas at Austin  
Conflict Resolution Center, *Senior Student Associate* Fall 2000

Presentations with advisors, student organizations, and members of the University community to increase awareness of dispute resolution techniques and collaborative problem solving to deal with conflict in everyday life.

(b) (6)

Office of the Dean of Students, University of Texas at Austin

Services for Students with Disabilities, *Senior Student Associate* 1997 - 1999

Coordinator and Creator of Braille and Reading Services including planning and implementation of services providing textbooks on tape for students with visual impairments and reading disabilities. Other duties include translation of print text to Braille, large print or tactile format, supervising and training volunteer & paid readers, and creative problem-solving.

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Communication Sciences and Disorders Department (CSD)

University of Texas at Austin, *Teaching Assistant* Spring 1999

Coordinator of Field Placement in Deaf Education for Education 331C course. Supervised and assisted 12 students in their 200 hour field placements in the Central Texas area. Facilitated CSD 175K Symposium on Deafness course for 30 students on topics relevant to Deaf Education and Deaf Studies.

(b) (6)

SER, Jobs for Progress, Austin, Texas, *Teacher*, Summer 1995

Team-taught Austin area at-risk high school students life skills and awareness with guest lecturers who spoke on a variety of issues from a social worker counseling on the AIDs crisis to a Pulitzer prize-winning writer who had just witnessed a state execution at Huntsville Prison. Improvement on reading, writing, and communication skills were central focuses.

Supervisor: No longer able to contact - business closed.

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Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The number of transformed cells was determined by the number of colonies obtained after 10 days of growth on the selective medium. The results are the mean of three independent experiments. Error bars represent the standard deviation.

1. The first group of people who are interested in the study of the history of the world are the historians. They are the people who have written the books that we read in school and in university. They are the people who have tried to explain the events of the past and to show how they have shaped the world that we live in today.

2. The second group of people who are interested in the study of the history of the world are the archaeologists. They are the people who dig up the remains of the past and try to learn what they can about the lives of the people who lived in those times. They are the people who have found the pyramids of Egypt and the ruins of the ancient cities of the Americas.

3. The third group of people who are interested in the study of the history of the world are the geographers. They are the people who study the physical features of the world and how they have changed over time. They are the people who have discovered the continents and the oceans and who have tried to explain how they came to be.

4. The fourth group of people who are interested in the study of the history of the world are the anthropologists. They are the people who study the behavior and culture of the people of the world. They are the people who have tried to understand the differences between the people of different times and places and who have tried to explain why those differences exist.

5. The fifth group of people who are interested in the study of the history of the world are the linguists. They are the people who study the language of the people of the world. They are the people who have tried to understand how language has changed over time and how it has been used by different people in different places.

6. The sixth group of people who are interested in the study of the history of the world are the economists. They are the people who study the production and distribution of goods and services in the world. They are the people who have tried to explain how the economy has changed over time and how it has been affected by different events.

7. The seventh group of people who are interested in the study of the history of the world are the sociologists. They are the people who study the social structure of the world. They are the people who have tried to understand how society has changed over time and how it has been affected by different events.

8. The eighth group of people who are interested in the study of the history of the world are the political scientists. They are the people who study the government and politics of the world. They are the people who have tried to understand how the government has changed over time and how it has been affected by different events.

9. The ninth group of people who are interested in the study of the history of the world are the environmental scientists. They are the people who study the natural world and how it has changed over time. They are the people who have tried to understand the effects of human activity on the environment and who have tried to find ways to protect it.

10. The tenth group of people who are interested in the study of the history of the world are the philosophers. They are the people who study the nature of reality and the human mind. They are the people who have tried to understand the meaning of life and who have tried to explain the events of the world.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements.

2. The second part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements.

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Office of the Dean of Students, University of Texas at Austin

Services for Students with Disabilities, *Research Assistant* 1994 - 1995

Worked with the Associate Dean of Students on disability issues and special projects. Compiled research and wrote summaries based on surveys and feedback from faculty, staff, and students.

Conducted presentations on disability issues to a variety of audiences. Co-created a lecture series on disability advocacy issues and a advisory board on disability issues.

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### OTHER QUALIFICATIONS & TRAINING:

#### **Teaching Certification:**

Texas Provisional Secondary History Teacher

Texas Provisional Secondary Psychology Teacher

Texas Provisional Secondary Social Studies Composite (Pending)

Texas Teacher, Hearing Impaired

#### **Other skills and training experience:**

- American Sign Language
- Mediation Training, 185 hours of training in the principles of negotiation, mediation, and consultation, Basic and Advanced Course with supervised practicum at the University of Texas Conflict Resolution Center
- Hatton Sumners Institute on the Founding Documents, sponsored by the Texas State Bar, Basic and Advanced Course on the Constitution and the Bill of Rights

### HONORS:

National Council on Disability, Policy Fellowship Finalist, 1999

Paul Dewitt and Ruth Patton Connor Endowed Presidential Scholarship in Education, 1996-1998

Carole Patterson Scholarship Recipient, 1994 - 1999

Mary Hilliard Bickler-Max Herman Bickler Memorial Scholarship, 1997

Ethel Louise Armstrong Foundation (on Disabilities and Public Policy) Grant Recipient, 1997

Friar Society, inducted into University of Texas' most exclusive and respected honor society that recognizes significant contributions made by students for the University, 1994

Who's Who Among Students in American Universities & Colleges, 1995 Undergraduate and 1998 Graduate Inductee

Outstanding Student, Cactus Yearbook, 1998

Project LEEDS (Leadership Education to Empower Disabled Students), University of

Minnesota, 14 teams of one student and one staff member were selected nationally (as well as Canada) to participate in a week-long institute on disability and higher education issues, Student Team Member, Summer 1994

Gage E. Paine (now Vice President for Student Affairs, Trinity University, San Antonio) and I were invited as faculty and presenters for the second institute, Summer 1995

Vice President's Honor Roll and Academic Recognition, Richland College

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text suggests that organizations should implement robust systems to track every transaction, ensuring that all data is up-to-date and easily accessible.

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for flexible and scalable solutions that can adapt to new requirements and technologies. The author argues that organizations must invest in training and development to ensure their staff are equipped with the skills necessary to manage complex data systems effectively.

3. The third part of the document focuses on the importance of communication and collaboration. It stresses that successful outcomes often depend on the ability of different teams and departments to work together seamlessly. The text encourages the use of clear communication channels and regular meetings to foster a collaborative culture where everyone's input is valued.

4. The fourth part of the document discusses the role of technology in modern business operations. It notes that while technology offers many advantages, it also presents significant challenges, such as data security and privacy concerns. The author advises organizations to carefully evaluate their technology needs and to implement strong security protocols to protect their information assets.

5. The fifth and final part of the document provides a summary of the key points discussed. It reiterates the importance of accurate record-keeping, effective data management, strong communication, and the responsible use of technology. The author concludes by expressing confidence that these principles will guide organizations toward greater success and sustainability in the future.

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**ACTIVITIES & LEADERSHIP EXPERIENCE:**

Ad Hoc Committee, Tower Lighting Guidelines for the Office of the President, 2000-2001.

Selected as the only student to serve on a special committee by request of the President to create new guidelines for the occasions of lighting the University of Texas Tower.

Student Endowed Centennial Lectureship (S.E.C.L.) *ex-officio* member of student administered lectureship series that brings notable speakers such as Gen. Colin Powell to UT, 2000

Friar Society – Abbot (President), Almoner (Treasurer), FCTF Chair, Guleke Chair, 1994-2001

Friar Centennial Teaching Fellowship (FTCF) Selection Committee Chair & Committee member for the largest teaching fellowship given to a professor for excellence in undergraduate teaching at the University, 1995-2001

Edward S. Guleke Student Excellence Award Selection Committee Chairperson, responsible for the selection of a student to receive the highly prestigious award that commemorates the life and achievements of Edward Guleke, a member of Friar Society is required to chair the interdisciplinary selection committee, 1998-2000

Student Government: Represents the Student Body on non-academic matters, 1993-2000

Graduate Representative, 1999-2000

Advisor to student body president on Disability Affairs 1995-1997

Director of Students with Disabilities Agency, 1993-1995

Cabinet of College Councils: Represents the Student Body on academic matters

Educational Policy Committee, 1997

Syllabus and Disability Statement Committee, 1998

President's Committee for Students with Disabilities, University of Texas, a committee reporting to the University President on disability issues, 1993-1995, *ex-officio*, 1995-1999

Alpha Phi Omega, National Co-Ed Service Fraternity: Active Service Award Recipient, Dean's Guard Inductee for contribution to college and community, and Golden Spiriters Inductee for commitment and service to the Chapter and Fraternity, 1990-1994

President Clinton Town Meeting, University of Texas Student Representative Participant, 1993

University of Texas Strategic Planning for 1996-2000, Student Committee Member, 1993

United Way, Funds Distribution Panel Member, 1995, responsible for deciding along with a committee the funding-future for Austin area disability service organizations receiving United Way money.

Mentor, Barton Creek Elementary, taught a class ASL and Deaf culture weekly so they could better communicate with a member of their class who is Deaf and signs, 1997-1998

Citizen's Police Academy, a 14-week course about the role of citizens and police officers in the community and how the police trains its cadets and implements the enforcement of the law, Summer 1999

**PRESENTATIONS:**

Presentations on topics ranging from "Growing up with a Disability in Texas Public Schools", "How Disabilities Impact Learning", "Managing Single-Event Public Forums" to "Working with Others in Organizations When You Do All the Work and They Do Nothing..." at the University of Texas College of Education, University of Texas School of Law, Texan Union Council, Office of the Dean of Students, Student Volunteer Board, University of Minnesota, Southwestern University, and other organizations.



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